



Integrating Civil-Military Relations into the Professional Military Education Curriculum within the Republic of Moldova's Military Institute

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The Republic of Moldova's Military Institute (MMI) has a bold vision to become the premier military training and academic institute for all levels of development for the Moldovan Armed Forces (MAF). The MMI currently conducts all professional development for MAF officers and non-commissioned officers. In February, 2010, United States Army War College (USAWC) conducted an assistance visit to help facilitate the development of MMI's model for a professional development curriculum. A key aim of this visit was to provide the MMI with assistance on the development of a Professional Military Education (PME) curriculum as well as subject matter expertise in the area of civil-military relations.

Over the course of a three day period, before a seminar of 20 cadets and faculty the team presented several lectures and facilitated discussions aimed at assisting with the incorporation of civil-military relations concepts into the MMI's curriculum. Dr. Marybeth Ulrich presented two lectures on the topics, "Civil-Military Relations: Key Relationships, Issues, and Concepts," and "Framework of Civil-Military Relations Fundamentals: Constitutional Foundations." LTC Vincent R. Lindenmeyer presented a pre-commissioning PME curriculum providing an overview of existing pre-commissioning models. This helped the MMI faculty curriculum development working group, with assistance from the USAWC team, to develop its mission, developmental model and concept for curriculum transformation.

CIVIL-MILITARY RELATIONS CURRICULUM DEVELOPMENT

"Civil-Military Relations: Key Relationships, Issues, and Concepts" was the first civil-military relations presentation to the MMI. Dr. Ulrich's lecture defined civil-military relations by discussing key civil-military relationships and their importance in national security outcomes. She emphasized the importance of the military's role in an emerging democratic state. Follow-on discussions indicated a low level of understanding in the key civil-military relationships to include the military's relationship with Parliament, the Minister of Defense (MOD), and the President. The team also perceived an underdeveloped capacity to carry out specific civil-military relations roles. For example, students believed there was a very limited oversight role for Parliament and there was also a low level of defense expertise among MOD civil servants.

"Framework of Civil-Military Relations Fundamentals: Constitutional Foundations" was the second civil-military relations presentation. This lecture focused on civil-military relations in a democracy. A normative framework outlining principles for interaction with civilian decision makers was presented. Lecture topics included the advisory role of the military, the role of dissent, the military and partisan politics, the role of retired officers, and the role of the military in establishing the norms of the profession. Drawing on her book, *Democratizing Communist Militaries: the Cases of the Czech and Russian Armed Forces*, Dr. Ulrich presented the special challenges that post communist states face when adapting their professionalism and civil-military relations to democracy. Seminar dialogue indicated that the MAF

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behavior was not significantly far removed from Soviet era patterns in some areas to include the treatment of conscript soldiers.

Overall, the Moldovans were receptive to the ideas presented and admitted that previously they really did not understand what civil-military relations were all about. As a result of this visit they now have a base level

understanding of key topics in the field that can be used as a basis for integrating civil-military relations into the MMI curriculum. Follow-on assistance visits should seek to engage actors representing the key civil-military relationships including: senior military leaders and MOD officials, members of Parliament and their staffs, and members of the media that report on national security.

It was also evident that the concept of neutrality as the basis of Moldovan national security policy was underdeveloped. The MAF and national leaders would benefit from further explanation of this concept. The development of a National Security Strategy laying out national interests and goals would help to clarify the political leadership's guidance to the military. This in turn would facilitate the MMI's development of curriculum to support the capacities needed to fulfill the strategy.

On the final day of the visit, civil-military relations modules were proposed within these courses: Military Studies (professional framework), Introduction to Moldovan Government (constitutional foundations), Defense Diplomacy (role of civil-military relations in national security policy), Media-Military Relations (focus on the military-media relationship) and Ethics of Moral Leadership (civil-military relations professional norms). A logical next step would be to follow up with subject matter expert presentations on professionalism.

MOLDOVAN MILITARY INSTITUTE MISSION STATEMENT, OFFICER IDENTITY AND DEVELOPMENTAL MODEL

Through the course of the week, it became evident that the MMI needed to reexamine its mission statement to ensure future curricula had an objective or end state. The staff officers worked to revise their mission statement as follows:

The mission of the Republic of Moldova Military Institute is to:

- *Develop officers with the military, academic, moral-ethical, physical and linguistic capacities necessary to lead the Armed Forces and other elements of the National Security System.*
- *In accordance with the Bologna Process the Republic of Moldova's Military Institute will deliver undergraduate education to military professionals and graduate education to military and civilian personnel in service to national security structures.*
- *Through the Republic of Moldova Military Institute's Center for Strategic and Security Studies, conduct scientific research corresponding to the national security system.*
- *Provide continuing professional military education.*
- *Conduct language proficiency training.*
- *Prepare officers and NCOs for the Armed Forces Reserve.*

DEVELOPMENTAL MODEL



OFFICER IDENTITY



The MMI faculty, with the assistance of the USAWC team, developed a revised Officer Identity and Developmental Model. The MMI faculty curriculum development team drew upon insights from the civil-military relations discussion on what it is to be a professional when creating the professional development model. Their stated objective is to build a curriculum that will develop an officer with the characteristics of a warrior, a leader of character, a member of the profession and a servant to the country. The MMI's goal is to focus its curriculum development along five pillars of development to assist in creating officer professionals. These pillars are: military, academic, moral-ethical, physical and linguistic. The military department would also develop the moral-ethical component of the officer identity. The linguistic pillar emphasizes the development of English, German or French for all cadets so they will be better prepared to operate within a European Union (EU) and NATO operating environment. The officers agreed that these products would be the end state to direct curricula development as part of their transformation efforts.

THE WAY AHEAD AND THE BOLOGNA PROCESS

On the final day of the visit, the MMI faculty presented its current curricula designed around previous NATO input and the requirements from the Bologna process. The Bologna Process originated in a 1999 Bologna Declaration where 47 member nations committed to reforming higher education institutions. On March 12, 2010, the European Higher Education Area (EHEA) was formed to continue standardization efforts and cross-border regional cooperation in higher education. The Bologna Process and now the EHEA sets the accreditation standard for all higher education in Europe. The MMI is intent on achieving full accreditation by these standards. The majority of the work group time was spent discussing core courses and the integration of interdisciplinary themes into the curriculum.



It was decided that a number of topics do not warrant stand-alone courses, but can be developed across a number of courses or modules. The MMI Commander, Colonel Nicolae Gherbovei, expressed his desire to offer bachelors, masters, and doctoral degree programs for military officers and senior civilian defense professionals as one of his key goals for the near future.

Civil-military relations is a clear example of a possible interdisciplinary topic. Discussion took place attempting to place courses into a generic four-year academic plan. Future work groups should focus efforts on developing a detailed curriculum that aligns with the Partnership for Peace (PfP) generic curricula efforts, as well as the Bologna process. In line with MMI's goal, the development of a generic BA-MA-Ph.D. management track should be included in future assistance visits further guiding the curricula development process.

CONCLUSION

During the course of the visit the USAWC team noted great enthusiasm for continued military-to-military contact and security cooperation with the war college. The dialogue and engagement from this recent visit promoted continued trust and deepened relations between the two institutions. Working through the PfP, future USAWC efforts will continue to assist the MAF with practical and subject matter expertise in the areas of professionalism, defense institution building, and strategic level leadership. These engagements will assist the MAF in developing increased interoperability for future participation in NATO and UN missions.

Ancillary benefits of this trip included:

- Support of the PfP Consortium Education Working Group generic PME curriculum development program's goal of professionalizing partner countries' armed forces for greater participation and cooperative capability with NATO and EU forces
- Opportunity for USAWC faculty to directly support the MAF



Finally, it is important to note the impact the International Military Education and Training (IMET) program has had on the MAF and the success and productivity of this trip. The presence of numerous Moldovan officers educated in U.S. military schools, including Ft. Gordon, Ft. Leavenworth, Ft. Huachuca, Maxwell AFB, and Lackland AFB, allowed discussions to be conducted at a high level of comprehension and understanding. A graduate of the Baltic Defense College's Higher Command Study Course also participated in the seminar.

As this assistance visit demonstrated and the observations of USAWC participants confirmed, the importance of this program to the military and civilian governments of emerging nations cannot be overstated as they seek to develop democratic norms and find their place among the consortium of western nations.

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